

## Textbook Alignment to the Utah Core – 8<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 8 Language Arts

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: (Reading Comprehension):** Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Percentage of coverage in the *student and teacher edition* for  
Standard I: \_\_\_\_\_ %

Percentage of coverage not in student or teacher edition,  
covered in the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student  
Edition(SE) and*

Coverage in *Ancillary  
Material*

*Not covered  
in TE, SE or*

		<i>Teacher Edition (TE) (pg #’s, etc.)</i>	<i>(titles, pg #’s, etc.)</i>	<i>ancillaries ✓</i>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).			
<b>b.</b>	Extend the meanings of words through understanding of connotation.			
<b>c.</b>	Determine word meaning through definition or explanation context clues.			
<b>d.</b>	Distinguish between commonly confused words (i.e., <i>capital /capitol; cell/sale/sell; choose/chose; emigrate/immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they’re/there; weak/week</i> ).			
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).				
<b>a.</b>	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).			
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).			
<b>c.</b>	Infer meaning from explicit information in text.			
<b>d.</b>	Distinguish fact from opinion.			
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.				
<b>a.</b>	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)			
<b>b.</b>	Describe a character’s traits based on what other characters think, say, and do.			
<b>c.</b>	Identify themes in literary works.			
<b>d.</b>	Define and describe settings in literature (e.g., place, time, and customs).			
<b>e.</b>	Compare types of figurative language (i.e., simile, metaphor, and symbolism).			

f.	Distinguish between free verse and rhyme.			
<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.				
a.	Organize events and ideas in order of importance.			
b.	Focus written facts or events around a clearly stated, unifying idea.			
c.	Connect text to self, text to world and text to text.			
<b>Objective 2.2:</b> (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Convey a unifying theme or idea.			
b.	Order events effectively and experiment with flashback or foreshadowing.			
c.	Use narrative details (e.g., dialogue, description, imagery, symbolism).			
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: Ideas: Specific and relevant details that support the idea. Organization: An introduction, body, and conclusion with a controlling idea,			

	topic sentences, and supporting details. Voice: Appropriate tone and voice. Word Choice: Words appropriate to audience. Sentence Fluency: Varied sentence structure.			
<b>b.</b>	Edit for conventions: Correct grade-level spelling Correct use of quotation marks and commas in dialogue. Correct verb tenses. Correct use of relative pronouns. Correct agreement of pronouns and antecedents. Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).			
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.				
<b>a.</b>	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).			
<b>b.</b>	Choose information that best supports the focus of inquiry.			
<b>c.</b>	Distinguish between reliable and unreliable sources of information.			
<b>d.</b>	. Distinguish primary from secondary sources.			
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to demonstrate				

understanding of an idea or concept.				
<b>a.</b>	Select an appropriate format to demonstrate understanding.			
<b>b.</b>	Gather information from more than one source.			
<b>c.</b>	Report information by paraphrasing, summarizing, and/or quoting from sources.			
<b>d.</b>	Use informal citation to support inquiry.			
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Participate in and report on small group learning activities.				
<b>a.</b>	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).			
<b>b.</b>	Identify and assume responsibility for specific group tasks, including asking relevant Questions.			
<b>c.</b>	Respond appropriately to group members' questions and contributions.			
<b>d.</b>	Present group reports.			